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**[OBE DESIGN- LIBERAL ARTS
DEPARTMENT]**

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PREFACE

Outcome Based Education (OBE) is the educational approach which focuses on student centric education in the context of development of personal, social, professional and knowledge (KSA) requirements in one's career and life. It is the decade ago curriculum development methodology. The educational triangle of LEARNING-ASSESSMENT-TEACHING is the unique nature of the OBE approach. The curriculum practices such as Competency Based Curriculum, Taylor's Model of Curriculum Development, Spadys' Curriculum principles, Blooms taxonomy and further use of assessment methodologies like, Norm-reference testing and Criterion reference testing, etc is being practiced since decades. It is also interesting to know that, globally, different countries and universities adopts the curriculum development models/approaches such as, CDIO (Conceive-Design-Implement-Operate), Evidenced Based Education, Systems' Approach, etc as the scientific and systematic approaches in curriculum design.

The authorities of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) in-lieu of accreditation standards of National Assessment and Accreditation Council, decided to opt for Outcomes Based Education (OBE). As the part of the decision, different meetings, workshops and presentations were held at the campus of university.

This document is the outcome of different meetings and workshops held at university level and department level. The detailed document is designed and the existing curriculum of the department is transformed in to the framework of OBE. This is the first step towards the implementation of OBE in the department. The document will serve all stakeholders in the effective implementation of the curriculum. The OBE is continuous process for quality enhancement and it will go a long way in order to enhance the competencies and employability of the graduates/Post-graduates of the university department.

Head of Department

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OUTCOME BASED EDUCATION

Faculty of Interdisciplinary Studies

Department of Liberal Arts

1. Mission:

Mission Statement

- The school of Liberal has been established with a mission develop human resources based of liberal philosophy of education as evolved by Dr.Ambedkar
- The purpose of established of school of liberal arts is to develop manpower socially responsible & powerful enough to face the challenges of globalization.
- Liberty, equality, fertility & social justice are organizational core value.
- The School of Liberal Arts has developed unique & ideal syllabus for it coerces.

2. Vision:

Vision Statement

The organization aims to establish quality education center in higher education. In the future 20 year period the school of liberal can be ideal center of its kind in western India. The research counted in school will be in relevant to local society, agriculture & industry as well as in the field of higher education.

3. Title of the Program (s):

- a. Master of Liberal Arts
- b. Master of Archeology

4. Program Educational Objectives:

The program educational objectives (PEO) are the statement that describes the career and professional achievement after the program of studies (graduation/ post-graduation). The PEO s are driven form question no. (ii) of the Mission statement (What is the purpose of organization). The PEOs can be minimum three and maximum five.

PE01: Mastery over the domain of specialization in liberal arts.

PE02: To work in private and public organization through competitive examination.

PE03: To develop the professional ability to organize self-enterprise/professional activity.

PE04: To opt for higher education, research and be a life-long learner.

PE05: To provide value based and ethical leadership for the progress of professional and social life.

5. Program Outcomes:

The program outcomes (PO) are the statement of competencies/ abilities. POs are the statement that describes the knowledge and the abilities the graduate/ post-graduate will have by the end of program studies.

- a. Use the historical method to solve historical and historiographical problems while applying the perspectives of class, race, gender, etc. to historical events and trends;
- b. Identify and criticize interpretive paradigms and methodologies relevant to historical scholarship and the historical profession;
- c. Perform historical research in archives and libraries and evaluate the provenance, context, validity, and biases of these sources from the past;
- d. Apply the necessary research skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity, context, and biases of secondary source literature produced by other scholars;
- e. Demonstrate the ability to deploy multiple forms of communication (written, oral, and new media) to discuss their own historical scholarship and graduate-level knowledge of their chosen fields.

6. Course- Program outcome Matrix:

The Program Outcomes are developed through the curriculum (curricular/co-curricular-extra-curricular activities). The program outcomes are attained through the course implementation. As an educator, one must know, **“to which POs his/her course in contributing?”**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course-PO matrix is essential step in the OBE. The course-program outcomes matrix indicates the co-relation between the courses and program outcomes. The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

The CO-PO MATRIX is provided in the below table.

CO-PO MATRIX

M.A. LIBERAL ARTS								
Course Title	a	b	c	d	e	f	g	PSO
MLA-1	*	*	*					*
MLA-2	*	*	*					*
MLA-3	*	*	*					*
MLA-4	*	*	*					*
MLA-5	*	*	*					*
MLA-6	*	*	*					*
MLA-7	*	*	*					*
MLA-8	*	*	*					*
MLA-9			*	*	*		*	*
MLA-10			*	*	*		*	*
MLA-11			*	*	*		*	*
MLA-12			*	*	*		*	*
MLA-14			*	*	*		*	*
MLA-15			*	*	*		*	*
MLA-16			*	*		*		
MLA-17			*	*		*		
MLA-18			*	*		*		

7. Course Outcomes (for all courses):

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. There can be 5 to 7 course outcomes of any course. These are to be written in the specific terms and not in general. The list of Course Outcomes is the part of **Annexure-B** attached herewith.

8. Set Target levels for Attainment of Course Outcomes:

The course outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment are measured/calculated. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

9. Set Target level for Attainment of Program Outcomes:

The program outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment and program outcome attainment is measured/calculated. The program outcome attainment is governed by curricular, co-curricular and extra-curricular activities including the stakeholders' participation. The direct method and indirect method is adopted to calculate the PO attainment. The direct method implies the attainment by course outcomes contributing to respective program outcomes. And indirect method is the satisfaction/feed-back survey of stakeholders. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

The set target level is the set benchmark to ensure the continuous improvements in the learners/ graduates' performance.

10. Course Attainment Levels:

- a. CO attainment is defined/set at three levels;
- b. The CO attainment is based on end term examination assessment and internal assessment;
- c. The Co attainment is defined at three levels in ascending order-
 - i. e.g. For end term and internal examination;
 - ii. Level-1: 40% students scored more than class average
 - iii. Level-2: 50% students score more than class average;
 - iv. Level-3: 60% students score more than class average.
- d. The target level is set (e.g. Level-2). It indicates that, the current target is level-2; 50% students score more than class average. The CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures/remedial action are taken.
- e. CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).

11. Program attainment Level:

- a. PO attainment is defined at five levels in ascending order;
- b. The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);
- c. The PO attainment levels are defined / set as stated below;
 - i. Level-1: Greater than 0.5 and less than 1.0 ($0.5 > 1$)- Poor
 - ii. Level-2: $1.0 > 1.5$ -Average
 - iii. Level-3: $1.5 > 2.0$ -Good
 - iv. Level-4: $2.0 > 2.5$ -Very Good
 - v. Level-5: $2.5 > 3.0$ -Excellent

- d. The PO attainment target level is set/defined (say, Level-4). It implies that, the department is aiming at minimum level-4 (very good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures are taken;
- e. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

12. The Results of CO Attainment:

For Example:

MLA-16

e.g. For end term and internal examination;

- i. Level-1: 40% students scored more than class average
- ii. Level-2: 50% students score more than class average;
- iii. Level-3: 60% students score more than class average

Average Marks in External examination: 68.38 = i.e. 68.00

% Students score more than 68 is 9/13 i.e. 69.23% i.e. Level-3

Average Marks in Internal examination= 7.15= i.e. 7.00

% Students score more than 7.00 is 6/13= 46.15% i.e. Level-1

A(CO)GEO-404= 80% (3)+20%(1)

=2.4+0.2

=2.6

Table No. 1.0: CO Attainment Level

Course Code	CO Attainment Value	Target Attainment Level	Fully Attained/Not attained	Remedial measures
MLA-1	2.2	2	Fully Attained	
MLA-2	2.4	2	Fully Attained	
MLA-3	2.4	2	Fully Attained	
MLA-4	2.2	2	Fully Attained	
MLA-5	2.2	2	Fully Attained	
MLA-6	2.2	2	Fully Attained	
MLA-7	3	2	Fully Attained	
MLA-8	1.4	2	Not Attained	The remedial measures such as assignments, tutorials, remedial coaching shall be designed to enhance the level of attainment.
MLA-9	1.2	2	Not Attained	The remedial measures such as assignments, tutorials, remedial coaching shall be designed to enhance the level of attainment.
MLA-10	3	2	Fully Attained	
MLA-11	2.8	2	Fully Attained	
MLA-12	0	2	Not Attained	The remedial measures such as assignments, tutorials, remedial coaching shall be designed to enhance the level of attainment.
MLA-14	2	2	Fully Attained	
MLA-15	2.4	2	Fully Attained	
MLA-16	2.6	2	Fully Attained	
MLA-17	3	2	Fully Attained	
MLA-18	3	2	Fully Attained	

13.The Results of PO Attainment:

For Example,

The attainment levels and target level are described in point No. 11 above.

PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

$$A (PO) b= 80\% (2.2+2.4+2.4+2.2+2.2+2.2+3+1.4)/8 + 20\% (2.58)$$

$$= 80\% (2.25) + 20\% (2.27)$$

$$= 1.8+0.454$$

$$=2.254$$

Table No. 2.0 PO Attainment Level

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
A	2.25	4	Fully attained	
B	2.25	4	Fully attained	
C	2.25	4	Fully attained	
D	2.24	4	Fully attained	
E	1.9	4	Not attained	The remedial measures such as assignments, tutorials, remedial coaching shall be designed for the corresponding courses to enhance the level of attainment.
F	2.93	4	Fully attained	
G	1.9	4	Not attained	The remedial measures such as assignments, tutorials, remedial coaching shall be designed for the corresponding courses to enhance the level of attainment.
H	2.1	4	Fully attained	

14. Planned Actions for Course Attainment:

The courses having attainment level less than Level-2 shall be addressed by arranging remedial measures such as assignments, tutorials, exercises and remedial coaching.

15.Planned Actions for Program Outcome Attainment:

The PO having attainment level shall be addressed by arranging the remedial measures such as assignments, tutorials, exercises and remedial coaching for the corresponding courses w.r.t. PO.

ANNEXURE-B
COURSE OUTCOMES

Course Code	Title of Course	Course Outcomes
MLA-01	Principles of Liberal Arts:	<ul style="list-style-type: none"> • Describe the principles of liberal arts. • Explain the application of liberal arts in human and societal development • Describe the liberal arts w.r.t. globalization.
MLA-02	Basics of Archaeology and Anthropology	<ul style="list-style-type: none"> • Describe historical processes have shaped primates and human ancestors. • Describe cultural systems for various human groups. • Explain the anthropological knowledge for social development/knowledge development. • Explain the human diversity w.r.t. culture.
MLA-03	Constitutional Development and Democracy	<ul style="list-style-type: none"> • Describe constitutional provisions • Explain human rights • Describe constitutional values • Foster liberal constitutional values.
MLA-04	Foundations of Philosophy	<ul style="list-style-type: none"> • Analyse and describe the history and development of Philosophy and a specific understanding of some portion of that history • Describe and critique several of the most important historical and contemporary interpretive frameworks used in the discipline of Philosophy. • Apply the analytical techniques of the discipline of Philosophy.

MLA-05	Culture and Literary Studies	<ul style="list-style-type: none"> • Analysis and interpretation of a work of art in the context of oeuvre, genre, period, and in the broader context of a culture • To analyse aspects of art institutions, policy or management • To relate their knowledge of a particular art form (literature, film, drama, music, visual art or new digital art) to other disciplines. • To relate the art form of which they acquired to the broader context of cultural studies. • Describe current or past discourse in • the field of the arts and culture studies, or literature studies
MLA-06	Applied Archaeology and Anthropology	<ul style="list-style-type: none"> • Describe how evolutionary and historical processes have shaped primates and human ancestors and lead to the biological, behavioral, and cultural diversity seen in the present. • Describe how cultural systems construct reality differently for various human groups. • Communicate anthropological knowledge effectively through written, oral and data presentation in varying formats for diverse audiences. • Explain human diversity and how knowledge about human diversity should respect for people whose culture differs from ours.
MLA-07	Changing Profile of Indian Economy	<ul style="list-style-type: none"> • Describe the various aspects of India's economy • Develop a perspective on the different problems and approaches to economic planning and development in India • Explain the role of the Indian

		Economy in the global context, and how different factors have affected this process
Semester – II		
MLA-08	History of Science, Technology and Medicine	<ul style="list-style-type: none"> • Describe the evolution of science, technology and medicine. • Explain the phases of development in science, technology and medicine. • Analyse/describe the science , technology and medicine in pre-independence and post-independence era. • Describe the benefits of science, technology and medicine. • Critically analyse the human development w.r.t science, technology and medicine.
MLA-09	Environmental Administration	<ul style="list-style-type: none"> • Describe the relevance of environment and human development. • Explain the phases of development environmental degradation and conservation. • Analyse/describe the science , technology used in environmental management. • Describe the benefits of environment management and administration. • Critically analyse the human development w.r.t environmental science.
MLA-10	Social Linguistics	<ul style="list-style-type: none"> • To develop the vocabulary • To demonstrate human, social and national values • To communicate effectively • To apply the principles of communication in human relation.
MLA-11	History of Art and Architecture	<ul style="list-style-type: none"> • Describe the evolution of Art and architecture.

		<ul style="list-style-type: none"> • Explain the phases of development in Art and architecture. • Analyse/describe the Art and architecture in pre-independence and post-independence era. • Compare the benefits of Art and architecture in human/social development.
MLA-12	World Civilizations, Popular Culture and Criticism	This paper is important in global village to develop suitable ideas based on culture & criticism
MLA-13	Globalization, Sociology and Psychology of Social Change	<ul style="list-style-type: none"> • Describe the various aspects of Globalization, Sociology and Psychology of Social Change. • Develop a perspective on the different issues in Globalization w.r.t. Sociology and Psychology of Social Change • Explain the role of the Indian Economy in the global context, and how different factors have affected this Globalization, Sociology and Psychology of Social Change process • Explain the phases of development Globalization, Sociology and Psychology of Social Change • Analyse benefits of Globalization over Sociology and Psychology of Social Change
MLA-14	Visual Art and Communication	<ul style="list-style-type: none"> • Describe the evolution of visual arts. • Describe the impact and benefit of visual arts and communication in societal and professional development. • Compare the visual art in pre-independence and post-independence era. • Describe the philosophy of visual art and communication.
Semester III		

MLA-15	Comparative Religion and Indology	In the global village knowledge, Indology, religion & culture improve student confidents on all India level
MLA-16	Agriculture Innovation and Technology	<ul style="list-style-type: none"> • Describe the evolution Agriculture Technology. • Explain the phases of development in Agriculture Technology. • Analyse/describe the Agriculture Innovation and Technology over the last decades. • Critically analyse the human and social development w.r.t Agriculture Innovation and Technology.
MLA-17	Indian Polity: Past and Present	<ol style="list-style-type: none"> 1. Describe the polity in pre-independence and post-independence era. 2. Apply methods, principles and models appropriate for analyzing polity. 3. To describe the polity in order to gain an understanding of global political actions, related military, ethnic, or religious conflicts, cultural practices, economic relationships. 4. To analyse the polity with national/international implications. 5. Define and assess the relative importance of forces of conflict and cooperation among peoples, societies and states.
MLA-18	Research Assignments	Student ability to conduct research are improve rightly
MLA-23	Research Method in Liberal Arts	<ol style="list-style-type: none"> 1. To classify the research studies. 2. Design a research study proposal 3. To measure and analyze data 4. To explain the principles of conducting ethical research 5. Apply concepts of hypothesis testing, p values, descriptive

		<p>statistics</p> <p>6. Estimate the effect of sample size and statistical power</p>
MLA-25	<p>MLA-25 Field work studies and monograph preparation based on visit of industries and organization to understand professional values and moral ethics:</p>	<ul style="list-style-type: none"> • To implement the professional practices. • To compare the theory with practice. • To acquire the professional and core skills. • To apply theories in solving the real site problems. • To write report.
MLA-26	<p>Dissertation on the selected research themes</p>	<ul style="list-style-type: none"> • Design a research study proposal • To measure and analyze data • To explain the principles of conducting ethical research • To implement the professional practices. • To compare the theory with practice. • To acquire the professional and core skills. • To apply theories in solving the real site problems. • To write report.

ANNEXURE-C

RESULTS OF CO-PO ATTAINMENT

M.A. LIBERAL ARTS

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Course Title	a	b	c	d	e	f	g	PSO
MLA-1	2.2	2.2	2.2					2.2
MLA-2	2.4	2.4	2.4					2.4
MLA-3	2.4	2.4	2.4					2.4
MLA-4	2.2	2.2	2.2					2.2
MLA-5	2.2	2.2	2.2					2.2
MLA-6	2.2	2.2	2.2					2.2
MLA-7	3	3	3					3
MLA-8	1.4	1.4	1.4					1.4
MLA-9			1.2	1.2	1.2		1.2	1.2
MLA-10			3	3	3		3	3
MLA-11			2.8	2.8	2.8		2.8	2.8
MLA-12			0	0	0		0	0
MLA-14			2	2	2		2	2
MLA-15			2.4	2.4	2.4		2.4	2.4
MLA-16			2.6	2.6		2.6		
MLA-17			3	3		3		
MLA-18			3	3		3		

2.25

2.25

2.25

2.244

1.9

2.93

1.9

2.1